



## Middle School | Sample District

### Technical Report Card | 2011-12 | Table of Contents

#### Table of Contents

Section	Page
Summary	1
Priority Areas	
Student Achievement	2
Student Growth	4
Closing Gaps	6
On-Track and Postsecondary Readiness	8
Student Engagement Indicators	10
Supplementary Data	
Assessment Trends	11
Annual Measurable Objectives	12

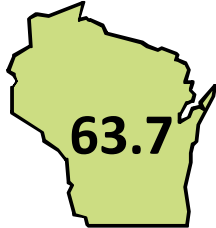
#### Notes on this School Accountability Report Card

- The data presented in this report card are for public, state and federal accountability purposes.
- Student performance on the Wisconsin Student Assessment System (WSAS) is the foundation of this report. WSAS data includes both Wisconsin Knowledge and Concepts Examinations (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD).
- Starting in 2011-12, schools are held to a higher college and career readiness proficiency benchmark by aligning the cut scores of the WKCE to those of the National Assessment of Educational Progress (NAEP). These higher cut scores have been retroactively applied to show trends. The higher cut scores only apply to WKCE Reading and Mathematics scores, not the WAA-SwD, at this time.
- Comparisons to other reports are not appropriate because the retroactive adjustment to align WKCE results with NAEP means that the count and percent of students scoring at each performance level will not agree. State data to compare against the results in this report card is available here:  
<http://dpi.wi.gov/oea/acct/accountability.html>
- Some supplemental data that are not used for accountability calculations are presented for informational purposes in order to provide context. Additional data on student performance are available here: <http://dpi.wi.gov/sig/index.html>
- To protect student privacy, data for groups of fewer than 20 students are replaced by asterisks.
- NA is used throughout when data are Not Applicable. For example, if a school does not graduate students then graduation data will be NA.
- The analytical processes used in this report card are described in the Technical Guide and Interpretive Guide: <http://dpi.wi.gov/oea/acct/accountability.html>
- In the future, the school report card will be web-based and will allow readers to click on features for more supplementary data.
- The Wisconsin Department of Public Instruction is collecting feedback on these preliminary report cards. Please complete the survey: <http://dpi.wi.gov/oea/acct/accountability.html>

# Middle School | Sample District

## Technical Report Card | 2011-12 | Summary

### Accountability Determination



## Meets Expectations

Rating Category	Score
<b>Significantly Exceeds Expectations</b>	<b>83-100</b>
<b>Exceeds Expectations</b>	<b>73-82.9</b>
<b>Meets Expectations</b>	<b>63-72.9</b>
<b>Meets Few Expectations</b>	<b>53-62.9</b>
<b>Fails to Meet Expectations</b>	<b>0-52.9</b>

Priority Areas	School Max Score	State Score
<b>Student Achievement</b>	<b>64.2/100</b>	<b>??.</b>
Reading Achievement	30.1/50	??.
Mathematics Achievement	34.1/50	??.
<b>Student Growth</b>	<b>48.5/100</b>	<b>??.</b>
Reading Growth	24.7/50	??.
Mathematics Growth	23.8/50	??.
<b>Closing Gaps</b>	<b>52.6/100</b>	<b>??.</b>
Reading Achievement Gaps	25.2/50	??.
Mathematics Achievement Gaps	27.4/50	??.
Graduation Rate Gaps	NA/NA	??.
<b>On-Track and Postsecondary Readiness</b>	<b>89.4/ 100</b>	<b>??.</b>
Graduation Rate (when available)	NA/NA	??.
Attendance Rate (when graduation not available)	75.8/80	??.
3rd Grade Reading Achievement	NA/NA	??.
8th Grade Mathematics Achievement	13.6/20	??.
ACT Participation and Performance	NA/NA	??.

<b>Student Engagement Indicators</b>	<b>0</b>
Test Participation Lowest Group Rate	Expectation Met (0)
Absenteeism Rate	Expectation Met (0)
Dropout Rate	Expectation Met (0)

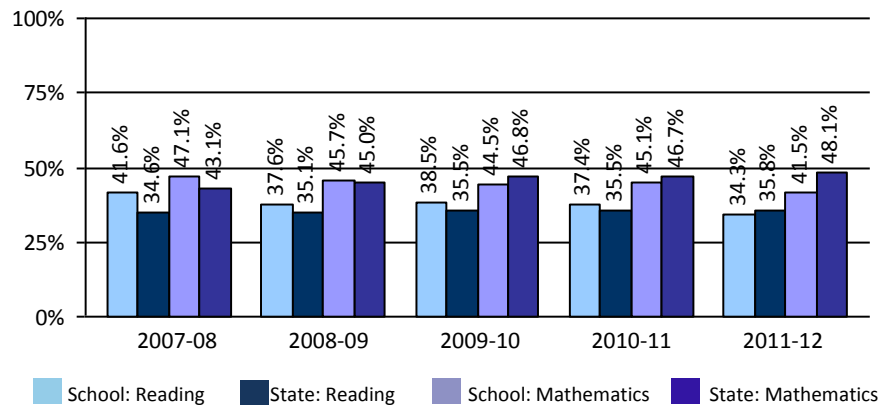
**Note:** Overall Accountability Score is an average of priority area scores, minus Student Engagement Indicators deductions. The average is weighted differently for schools that cannot be measured with all priority area scores, to ensure that Overall Index Scores can be compared fairly for all schools. Details can be found at: <http://dpi.wi.gov/oea/acct/accountability.html>

### School Information

Grades	6-8
School Type	Public Middle School
Enrollment	466
<i>Race/Ethnicity</i>	
American Indian or Alaskan Native	1.1%
Asian or Pacific Islander	2.8%
Black not Hispanic	1.7%
Hispanic	1.1%
White not Hispanic	93.3%
<i>Student Groups</i>	
Students with Disabilities	13.5%
Economically Disadvantaged	41.4%
Limited English Proficient	1.5%

### WSAS Percent Proficient and Advanced

College and career readiness benchmarks based on NAEP for WKCE



## Middle School | Sample District

### Technical Report Card | 2011-12 | Student Achievement

## Student Achievement

**Total Score: 64.2/100**

### Reading Achievement Score: 30.1/50

Performance Level	Points Multiplier	2009-10			2010-11			2011-12		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	17	4.1%	25.5	16	3.9%	24	19	4.3%	28.5
Proficient	1	144	34.4%	144	136	33.5%	136	133	30%	133
Basic	0.5	171	40.9%	85.5	175	43.1%	87.5	197	44.5%	98.5
Minimal Performance/ Not Tested	0	86	20.6%	0	79	19.5%	0	94	21.2%	0
Total Enrolled	-	418	100	255	406	100	247.5	443	100	260

### Mathematics Achievement Score: 34.1/50

Performance Level	Points Multiplier	2009-10			2010-11			2011-12		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	36	8.6%	54	34	8.4%	51	29	6.5%	43.5
Proficient	1	150	35.9%	150	149	36.7%	149	155	35%	155
Basic	0.5	166	39.7%	83	162	39.9%	81	191	43.1%	95.5
Minimal Performance/ Not Tested	0	66	15.8%	0	61	15%	0	68	15.3%	0
Total Enrolled	-	418	100	287	406	100	281	443	100	294

#### Notes

- Details on student achievement calculations can be found at: <http://dpi.wi.gov/oea/acct/accountability.html>
- Student achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students.
- This report shows student performance in mathematics and reading in English.
- Points displayed in the tables above are weighted so that higher performance levels, larger numbers of students, and more recent years contribute more.
- Performance levels have been retroactively adjusted to align WKCE results (but not WAA-SwD) with National Assessment of Educational Progress (NAEP). Count and percent of students scoring at each performance level will not agree with previously reported results.

# Middle School | Sample District

## Technical Report Card | 2011-12 | Student Achievement

### Student Achievement

### Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the Student Achievement scores used in the accountability index.

#### Reading Supplemental Data

Group	2009-10					2010-11					2011-12				
	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance
All Students: State	433,373	6.2%	32.6%	37.5%	24.2%	432,664	4.1%	31.9%	39.8%	24.6%	431,363	6%	33.5%	37.4%	23.4%
All Students: School	418	4.1%	34.5%	41%	20.6%	406	4%	33.6%	43.2%	19.5%	443	4.3%	30%	44.5%	21.2%
American Indian or Alaskan Native	2	0%	50%	50%	0%	4	0%	50%	50%	0%	5	20%	0%	40%	40%
Asian or Pacific Islander	13	0%	7.7%	38.5%	53.8%	10	0%	10%	50%	40%	12	8.3%	8.3%	41.7%	41.7%
Black not Hispanic	6	0%	16.7%	50%	33.3%	10	0%	30%	30%	40%	8	0%	0%	50%	50%
Hispanic	5	0%	0%	60%	40%	3	0%	0%	33.3%	66.7%	4	0%	50%	50%	0%
White not Hispanic	392	4.3%	36.1%	40.7%	19.1%	379	4.2%	34.4%	43.4%	18.2%	414	4.1%	31.4%	44.4%	20%
Students with Disabilities	55	14.5%	9.1%	23.6%	52.7%	53	5.8%	3.8%	36.5%	54.7%	60	6.7%	6.7%	26.7%	60%
Economically Disadvantaged	159	3.2%	26.6%	43%	27.7%	164	2.5%	23.3%	36.5%	28.7%	179	2.8%	17.9%	44.1%	35.2%
Limited English Proficient	8	0%	0%	37.5%	62.5%	5	0%	0%	40%	60%	8	0%	0%	37.5%	62.5%

#### Mathematics Supplemental Data

Group	2009-10					2010-11					2011-12				
	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Enrolled	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance
All Students: State	433,373	11.2%	34.5%	38%	16.6%	432,664	10.4%	36.2%	37.2%	16.5%	431,363	11.9%	34.5%	37.4%	16.2%
All Students: School	418	8.6%	36%	39.8%	15.8%	406	8.4%	36.8%	40%	15%	443	6.5%	35%	43.1%	15.3%
American Indian or Alaskan Native	2	0%	50%	50%	0%	4	0%	25%	50%	25%	5	0%	0%	80%	20%
Asian or Pacific Islander	13	0%	23.1%	61.5%	15.4%	10	0%	10%	60%	30%	12	8.3%	25%	33.3%	33.3%
Black not Hispanic	6	0%	16.7%	66.7%	16.7%	10	0%	10%	70%	20%	8	0%	12.5%	62.5%	25%
Hispanic	5	0%	20%	40%	40%	3	0%	33.3%	0%	66.7%	4	0%	25%	75%	0%
White not Hispanic	392	9.2%	36.8%	38.6%	15.6%	379	9%	38.4%	38.9%	14%	414	6.8%	36.2%	42.3%	14.7%
Students with Disabilities	55	12.7%	9.1%	30.9%	47.3%	53	5.8%	11.5%	40.4%	43.4%	60	5%	11.7%	43.3%	40%
Economically Disadvantaged	159	5.1%	31%	45.6%	18.9%	164	4.9%	28.2%	40.4%	21.3%	179	5%	20.7%	50.3%	24%
Limited English Proficient	8	0%	25%	75%	0%	5	0%	0%	60%	40%	8	0%	25%	37.5%	37.5%

#### Notes

- Performance levels have been retroactively adjusted to align WKCE results with new college and career readiness benchmarks based on National Assessment of Educational Progress (NAEP) performance levels. Count and percent of students scoring at each performance level will not agree with previously reported results.

## Middle School | Sample District

### Technical Report Card | 2011-12 | Student Growth

## Student Growth

### Growing Toward a Higher Level:

The bold/green cells show the count and percent of students who are on a trajectory to gain at least one performance level over the next three years. These students result in a higher Student Growth score for the school. Students maintaining the advanced level also result in a higher score.

### Declining Below Proficient:

The italicized/red cells show the count and percent of students who are on a trajectory to decline to the Minimal Performance or Basic level within the next year. These students result in a lower Student Growth score for the school.

#### Notes:

- Details on student achievement calculations can be found at: <http://dpi.wi.gov/oea/acct/accountability.html>
- Student growth is calculated separately for reading and mathematics.
- Student growth can only be calculated for students who take the Wisconsin Knowledge and Concepts Examinations (WKCE) in two consecutive years.
- Student growth does not include students who take the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) because that assessment does not allow for similar growth calculations.
- Performance levels have been retroactively adjusted to align WKCE Reading and Mathematics results with college and career readiness benchmarks based on the National Assessment of Educational Progress (NAEP) performance levels.

## Total Score: 48.5/100

### Reading Growth Score: 24.7/50

Reading Growth Score is based on the 264 students tested in fall 2010 with data for growth to fall 2011.

#### Count and Percent of Students Growing or Declining in Performance Level

Starting Level		Three-Year Growth/Decline Trajectory			
		Min Perf	Basic	Proficient	Advanced
<b>Minimal Performance</b>	54	35	<b>18</b>	<b>0</b>	<b>1</b>
	20.5%	13.3%	<b>6.8%</b>	<b>0.0%</b>	<b>0.4%</b>
<b>Basic</b>	115	13	76	<b>25</b>	<b>1</b>
	43.6%	4.9%	28.8%	<b>9.5%</b>	<b>0.4%</b>
<b>Proficient</b>	85	<i>1</i>	<i>34</i>	42	<b>8</b>
	32.2%	<i>0.4%</i>	<i>12.9%</i>	15.9%	<b>3.0%</b>
<b>Advanced</b>	10	<i>0</i>	<i>1</i>	9	0
	3.8%	<i>0.0%</i>	<i>0.4%</i>	3.4%	0.0%

### Mathematics Growth Score: 23.8/50

Mathematics Growth Score is based on the 264 students tested in fall 2010 with data for growth to fall 2011.

#### Count and Percent of Students Growing or Declining in Performance Level

Starting Level		Three-Year Growth/Decline Trajectory			
		Min Perf	Basic	Proficient	Advanced
<b>Minimal Performance</b>	35	27	<b>7</b>	<b>0</b>	<b>1</b>
	13.3%	10.2%	<b>2.7%</b>	<b>0.0%</b>	<b>0.4%</b>
<b>Basic</b>	117	24	77	<b>13</b>	<b>3</b>
	44.3%	9.1%	29.2%	<b>4.9%</b>	<b>1.1%</b>
<b>Proficient</b>	92	<i>0</i>	<i>28</i>	60	<b>4</b>
	34.8%	<i>0.0%</i>	<i>10.6%</i>	22.7%	<b>1.5%</b>
<b>Advanced</b>	20	<i>0</i>	<i>0</i>	12	8
	7.6%	<i>0.0%</i>	<i>0.0%</i>	4.5%	3.0%

## Middle School | Sample District

### Technical Report Card | 2011-12 | Student Growth

## Student Growth

## Supplemental Data

### Student Growth Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the Student Growth scores used in the accountability index.

Group	Reading					Mathematics				
	Students with Growth Data	Growing Toward Higher Level		Declining Below Proficient		Students with Growth Data	Growing Toward Higher Level		Declining Below Proficient	
	Count	Count	Percent	Count	Percent	Count	Count	Percent	Count	Percent
All Students: State	287,712	<b>75,994</b>	<b>26.4%</b>	22,604	7.9%	288,444	<b>65,704</b>	<b>22.8%</b>	24,557	8.5%
All Students: School	264	<b>53</b>	<b>20.1%</b>	36	13.6%	264	<b>28</b>	<b>10.6%</b>	28	10.6%
American Indian or Alaskan Native	*	*	*	*	*	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
Black not Hispanic	*	*	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*	*	*
White not Hispanic	248	<b>49</b>	<b>19.8%</b>	36	14.5%	248	<b>26</b>	<b>10.5%</b>	27	10.9%
Students with Disabilities	32	<b>5</b>	<b>15.6%</b>	0	0.0%	32	<b>2</b>	<b>6.2%</b>	1	3.1%
Economically Disadvantaged	98	<b>15</b>	<b>15.3%</b>	9	9.2%	98	<b>7</b>	<b>7.1%</b>	13	13.3%
Limited English Proficient	*	*	*	*	*	*	*	*	*	*

#### Notes

- Data in this table are based on students tested in fall 2010 with data for growth to fall 2011.
- “Growing Toward Higher Level” means students starting below Advanced and growing on a trajectory toward a higher level over the next three years. They are represented in the bold/green cells in the tables on pages four and five.
- “Declining Below Proficient” means students starting at or above Proficient and on a trajectory to decline below Proficient within the next year. They are represented in the italicized/red cells in the tables on pages four and five.
- Growing Toward Higher Level Count and Declining Below Proficient Count will not sum to Students with Growth Data because students who are not growing toward higher level or declining below proficient are not shown.

## Middle School | Sample District

### Technical Report Card | 2011-12 | Closing Gaps

## Closing Gaps

**Total Score: 52.6/100**

### Closing Achievement Gaps - Reading | Score: 25.2/50

Group	2010-11		2011-12		Change		2010-11		2011-12		Change	Gap	
	3-Yr Average Students	Achievement Points	3-Yr Average Students	Achievement Points			3-Yr Average Students	Achievement Points	3-Yr Average Students	Achievement Points		2010-11	2011-12
American Indian or Alaskan Native	*	*	*	*	*	White not Hispanic	*	*	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*	White not Hispanic	*	*	*	*	*	*	*
Black not Hispanic	*	*	*	*	*	White not Hispanic	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	White not Hispanic	*	*	*	*	*	*	*
Students with Disabilities	50	19.1	56	16.8	-2.4	Students without Disabilities	353	32.5	366	32.2	-0.2	13.3	15.4
Economically Disadvantaged	152	26.3	167	24.2	-2.1	Not Economically Disadvantaged	251	33.5	255	34	0.5	7.2	9.8
Limited English Proficient	*	*	*	*	*	English Proficient	*	*	*	*	*	*	*
"All 3" Supergroup	*	*	*	*	*	Not in "All 3" Supergroup	*	*	*	*	*	*	*
"SwD-ECD" Supergroup	*	*	*	*	*	Not in "SwD-ECD" Supergroup	*	*	*	*	*	*	*
"SwD-LEP" Supergroup	*	*	*	*	*	Not in "SwD-LEP" Supergroup	*	*	*	*	*	*	*
"ECD-LEP" Supergroup	*	*	*	*	*	Not in "ECD-LEP" Supergroup	*	*	*	*	*	*	*

### Closing Achievement Gaps - Mathematics | Score: 27.4/50

Group	2010-11		2011-12		Change		2010-11		2011-12		Change	Gap	
	3-Yr Average Students	Achievement Points	3-Yr Average Students	Achievement Points			3-Yr Average Students	Achievement Points	3-Yr Average Students	Achievement Points		2010-11	2011-12
American Indian or Alaskan Native	*	*	*	*	*	White not Hispanic	*	*	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*	White not Hispanic	*	*	*	*	*	*	*
Black not Hispanic	*	*	*	*	*	White not Hispanic	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	White not Hispanic	*	*	*	*	*	*	*
Students with Disabilities	50	22	56	20.7	-1.3	Students without Disabilities	353	36.5	366	36.1	-0.4	14.5	15.4
Economically Disadvantaged	152	30.3	167	28.6	-1.7	Not Economically Disadvantaged	251	37.4	255	37.6	0.3	7.1	9
Limited English Proficient	*	*	*	*	*	English Proficient	*	*	*	*	*	*	*
"All 3" Supergroup	*	*	*	*	*	Not in "All 3" Supergroup	*	*	*	*	*	*	*
"SwD-ECD" Supergroup	*	*	*	*	*	Not in "SwD-ECD" Supergroup	*	*	*	*	*	*	*
"SwD-LEP" Supergroup	*	*	*	*	*	Not in "SwD-LEP" Supergroup	*	*	*	*	*	*	*
"ECD-LEP" Supergroup	*	*	*	*	*	Not in "ECD-LEP" Supergroup	*	*	*	*	*	*	*

#### Notes

- Details on closing gaps calculations can be found at: <http://dpi.wi.gov/oea/acct/accountability.html>
- "3-Yr Average Students" is the average number of enrolled students over a three-year period ending in the indicated year.
- "Achievement Points" is the number of points a group would earn if it had a score calculated in the same way as Achievement, detailed on page two, which uses three years of data. Scores are weighted by enrollment, and more recent years contribute more heavily to a score.
- See "About Supergroups" on page seven for a definition and descriptions of supergroups.
- Change and gap values may differ slightly from values calculated by subtracting within the table due to rounding.

## Middle School | Sample District

### Technical Report Card | 2011-12 | Closing Gaps

## Closing Gaps

**Total Score: 52.6/100**

### Closing Graduation Gaps | Score: NA/NA

Group						Comparison Group						Gap	
	2009-10		2010-11		Change		2009-10		2010-11		Change	2010-11	2011-12
	Students	Graduation Rate	Students	Graduation Rate			Students	Graduation Rate	Students	Graduation Rate			
American Indian or Alaskan Native	NA	NA	NA	NA	NA	White not Hispanic	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	White not Hispanic	NA	NA	NA	NA	NA	NA	NA
Black not Hispanic	NA	NA	NA	NA	NA	White not Hispanic	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	White not Hispanic	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	Students without Disabilities	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	Not Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA	NA	English Proficient	NA	NA	NA	NA	NA	NA	NA
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA
"SwD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA

#### Notes

- Closing Graduation Gaps is based on the four-year cohort graduation rate only. In the future Closing Graduation Gaps will be based on both four-year and six-year cohort graduation rate when six-year graduation rate becomes available.
- Closing Graduation Gaps is based on graduation data from the prior year because current year data is not yet available. For example, 2011-12 report cards use 2009-10 and 2010-11 graduation data.
- "Students" is the number of students in the four-year graduation cohort.
- "Graduation Rate" is the four-year cohort graduation rate.
- Only four-year and five-year cohort graduation rates are available for 2011-12 accountability. Six-year cohort rate will replace five-year cohort rate for 2012-13 accountability and will be used going forward.

#### About Supergroups

Supergroups are a way to look at closing gaps among groups of students that would ordinarily be too small to include.

A supergroup is made up of all the students that belong to any of the groups in the supergroup:

- "All 3" Supergroup: Includes students with disabilities and/or economically disadvantaged and/or limited English proficient students.
- "SwD-ECD" Supergroup: Includes students with disabilities and/or economically disadvantaged students.
- "SwD-LEP" Supergroup: Includes students with disabilities and/or limited English proficient students.
- "ECD-LEP" Supergroup: Includes economically disadvantaged and/or limited English proficient students.

A supergroup is used to evaluate Closing Gaps only when there are less than 20 students in each of the individual groups within the supergroup, but more than 20 students in the supergroup. For example, if a school had less than 20 students with disabilities and less than 20 economically disadvantaged students, but more than 20 students when those groups are combined, the "SwD-ECD" supergroup would be used to evaluate Closing Gaps.

# Middle School | Sample District

Technical Report Card | 2011-12 | On-Track and Postsecondary Readiness

## On-Track and Postsecondary Readiness

**Total Score: 89.4/100**

### 2010-11 Attendance Score: 75.8/80

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	466	73572.5	77124.5	95.4%
Lowest Group (Economically Disadvantaged)	29249	29249	31054.5	94.2%

### 2010-11 Graduation Score: NA/NA

Group	Four-Year Cohort Graduation Rate			Five-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	NA	NA	NA	NA	NA	NA

### On-Track and Postsecondary Readiness Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the On-Track and Postsecondary Readiness scores used in the accountability index.

Group	Four-Year Cohort Graduation Rate			Five-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
American Indian or Alaskan Native	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA
Black not Hispanic	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA
White not Hispanic	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA	NA	NA

### 2010-11 ACT Participation and Performance Score: NA/NA

Group	Enrolled	Tested		Met Reading Benchmark		Met English Benchmark		Met Mathematics Benchmark		Met Science Benchmark	
	Students	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
12th Graders	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

#### Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at: <http://dpi.wi.gov/oea/acct/accountability.html>
- Schools that graduate students earn a Graduation Score. Schools that do not graduate students (elementary, middle) earn an Attendance Score.
- Expected maximum dropout rate and expected maximum absenteeism rate were set based on an analysis of recent statewide data that determined a cut point to focus on schools contributing heavily to lowering Wisconsin's overall performance.
- Only schools with a 12th grade will earn an ACT Participation and Performance score.
- ACT Reading, English, Mathematics, and Science counts and percents are those students that met ACT college readiness benchmarks.

## Middle School | Sample District

Technical Report Card | | On-Track and Postsecondary Readiness

### On-Track and Postsecondary Readiness

**Total Score: 89.4/100**

#### 2011-12 3rd Grade Reading Achievement Score: NA/NA

Performance Level	Points Multiplier	2009-10			2010-11			2011-12		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	1	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	0.5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Minimal Performance/ Not Tested	0	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Enrolled	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

#### 2011-12 8th Grade Mathematics Achievement Score: 13.6/20

Performance Level	Points Multiplier	2009-10			2010-11			2011-12		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	14	9.90%	21	13	10.10%	19.5	10	6.70%	15
Proficient	1	47	33.10%	47	54	41.90%	54	52	34.70%	52
Basic	0.5	57	40.10%	28.5	40	31%	20	59	39.30%	29.5
Minimal Performance/ Not Tested	0	24	16.90%	0	22	17.10%	0	29	19.30%	0
Total Enrolled	-	142	100%	96.5	129	100%	93.5	150	100%	96.5

#### Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at: <http://dpi.wi.gov/oea/acct/accountability.html>
- 3rd Grade Reading and 8th Grade Mathematics Scores are determined in the same way as for Student Achievement on page two except that if there are fewer than 20 students in the most recent year then the most recent two years of data are combined so that the cell size requirement is met.
- Student achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students.
- Points displayed in the tables above are weighted so that higher performance levels, larger numbers of students, and more recent years contribute more.
- Performance levels have been retroactively adjusted to align WKCE results with National Assessment of Educational Progress (NAEP). Count and percent of students scoring at each performance level will not agree with previously reported results.

## Middle School | Sample District

### Technical Report Card | 2011-12 | Student Engagement Indicators

## Student Engagement Indicators

**Goals Met: 3/3**

Expectation	Goal	School Rate	Points Deducted
Dropout Rate	6% or Less	2.9%	0
Absenteeism Rate	13% or Less	4%	0
Test Participation Rate (For Lowest Group)	95% or Greater	99.4%	0

### Student Engagement Indicators Data

The lowest group test participation rate in the table below is used to determine the result of the Lowest Group Test Participation Rate Student Engagement Indicators. For a school to meet the Test Participation Rate expectation, the participation rate for all of its student groups must be 95% or higher. Group performance for Absenteeism Rate and Dropout Rate is provided for informational purposes only and is not used to determine the Student Engagement Indicators results used in the accountability index.

Group	Test Participation Rate		Absenteeism Rate	Dropout Rate
	Reading Rate	Mathematics Rate		
American Indian or Alaskan Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
Black not Hispanic	*	*	*	*
Hispanic	*	*	*	*
White not Hispanic	99.8%	99.8%	4.1%	1.9%
Students with Disabilities	99.4%	99.4%	6.8%	5.3%
Economically Disadvantaged	99.6%	99.6%	8.8%	2.4%
Limited English Proficient	*	*	*	*

#### Notes

- Details on Student Engagement Indicators calculations can be found at: <http://dpi.wi.gov/oea/acct/accountability.html>
- All schools are expected to meet Student Engagement Indicators on these three areas. Overall school accountability score is reduced by five points for each goal that is not met.
- Test Participation Rate (For Lowest Group) rate is rounded up to the nearest whole number before comparison with goal. Dropout Rate and Absenteeism Rate are not rounded.

## Middle School | Sample District

### Technical Report Card | 2011-12 | Assessment Trends

## State Assessment Results

The data below are provided for informational purposes only but are not used to calculate a school's state accountability index score. The data below include both WKCE (Wisconsin Knowledge and Concepts Examinations) and WAA-SwD (Wisconsin Alternate Assessment for Students with Disabilities).

Performance levels have been retroactively adjusted to align WKCE Reading and Mathematics results with college and career readiness benchmarks based on the National Assessment of Educational Progress (NAEP) performance levels. Performance levels for WAA-SwD have not been adjusted. Count and percent of students scoring at each performance level will not agree with previously reported results.

### Reading

Grade	2007-08		2008-09		2009-10		2010-11		2011-12	
	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced
3	0	NA	0	NA	0	NA	0	NA	0	NA
4	0	NA	0	NA	0	NA	0	NA	0	NA
5	0	NA	0	NA	0	NA	0	NA	0	NA
6	132	37.1%	123	39.8%	129	35.7%	132	35.9%	143	37.8%
7	140	39.1%	125	36%	147	43.5%	145	35.9%	150	35.3%
8	122	49.2%	138	37.2%	142	36.2%	129	41.1%	150	30%
10	0	NA	0	NA	0	NA	0	NA	0	NA

### Mathematics

Grade	2007-08		2008-09		2009-10		2010-11		2011-12	
	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced	Students Enrolled	Proficient or Advanced
3	0	NA	0	NA	0	NA	0	NA	0	NA
4	0	NA	0	NA	0	NA	0	NA	0	NA
5	0	NA	0	NA	0	NA	0	NA	0	NA
6	132	47.7%	123	42.3%	129	41.1%	132	42.7%	143	45.5%
7	140	47.5%	125	45.6%	147	49%	145	41.4%	150	38%
8	122	45.9%	138	48.9%	142	43.3%	129	51.9%	150	41.3%
10	0	NA	0	NA	0	NA	0	NA	0	NA

## National Assessment Results

The National Assessment of Educational Progress (NAEP) is administered to 4th and 8th grade students every two years in a representative sample of schools. These data are provided for informational purposes only. They are not used to calculate a school's state accountability score.

Group	4th Grade Percent Proficient or Advanced		8th Grade Percent Proficient or Advanced	
	Mathematics	Reading	Mathematics	Reading
Wisconsin	47	34	41	34
Nation	40	32	34	32

## Middle School | Sample District

### Technical Report Card | 2011-12 | Annual Measurable Objectives

## Annual Measurable Objectives

The U.S. Department of Education requires Annual Measurable Objectives (AMOs) be set for all students and student groups for reading proficiency, mathematics proficiency, and high school graduation. The data below are provided for informational purposes only but are not used to calculate a school's state accountability index score.

### Reading Proficiency

Group	WSAS Proficient or Advanced						AMO Target	Determination
	2011-12			2010-11 and 2011-12 Average				
	Students Enrolled	Students Proficient or Advanced	Percent	Students Enrolled	Students Proficient or Advanced	Percent		
All Students	443	152	34.3%	849	304	35.8%	37.9%	Yes-CI
American Indian or Alaskan Native	*	*	*	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*	*	*	*
Black not Hispanic	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
White not Hispanic	414	147	35.5%	793	293	36.9%	43%	No
Students with Disabilities	60	8	13.3%	113	13	11.5%	19.8%	Yes-CI
Economically Disadvantaged	179	37	20.7%	343	79	23.0%	24.8%	Yes-CI
Limited English Proficient	*	*	*	*	*	*	*	*

### Mathematics Proficiency

Group	WSAS Proficient or Advanced						AMO Target	Determination
	2011-12			2010-11 and 2011-12 Average				
	Students Enrolled	Students Proficient or Advanced	Percent	Students Enrolled	Students Proficient or Advanced	Percent		
All Students	443	184	41.5%	849	367	43.2%	49.8%	No
American Indian or Alaskan Native	*	*	*	*	*	*	*	*
Asian or Pacific Islander	*	*	*	*	*	*	*	*
Black not Hispanic	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
White not Hispanic	414	178	43.0%	793	357	45.0%	55.5%	No
Students with Disabilities	60	10	16.7%	113	19	16.8%	28.2%	No
Economically Disadvantaged	179	46	25.7%	343	100	29.1%	35.4%	No
Limited English Proficient	*	*	*	*	*	*	*	*

#### Notes

- Under Determination, "Yes-CI" means the group met its AMO target within a 95 percent confidence interval.

## Middle School | Sample District

### Technical Report Card | 2011-12 | Annual Measurable Objectives

## Annual Measurable Objectives

### Graduation Rate

Group	Four-year Cohort Rate								Five-Year Cohort Rate			Determination
	2010-11			2009-10 and 2010-11 Average			Improvement		2010-11			
	Students in Cohort	Graduates	Percent	Students in Cohort	Graduates	Percent	Change	Target	Students in Cohort	Graduates	Percent	
All Students	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
American Indian or Alaskan Native	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black not Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White not Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

### Notes

- The graduation rate goal for the All Students group and each student group is 85 percent.
- Graduation Rate Annual Measurable Objective (AMO) is based on three goals: 1) Four-year cohort graduation rate goal; 2) Five-year cohort graduation rate goal; and 3) Four-year cohort graduation rate improvement goal. If any one of these goals is met then the AMO is met.
- Only four-year and five-year cohort graduation rates are available for 2011-12 accountability. Six-year cohort rate will replace five-year cohort rate for 2012-13 accountability and will be used going forward.